

English 10 A (Master)

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CEQ					
<ul style="list-style-type: none"> ● WHAT ARE KEY COMPONENTS OF NARRATIVE WRITING? ● HOW DO THE RULES OF GRAMMAR AND MECHANICS APPLY TO WRITING? ● HOW DO PERSONAL EXPERIENCES INFLUENCE A WRITER’S STYLE? ● HOW CAN KNOWLEDGE OF ROOT WORDS HELP IN DECODING UNKNOWN WORDS? ● HOW DO THE CHOICES AN AUTHOR MAKES AFFECT THE OVERALL WORK? ● HOW DO WE SUPPORT LITERARY ANALYSIS WITH EVIDENCE FROM A TEXT OR TEXTS? 					
Content	Skills	Learning Targets	Standards	Assessment	Resources & Technology
<p>UEQ Narrative Writing Portfolio</p> <ul style="list-style-type: none"> ● <i>How are the elements of literature used effectively by authors?</i> ● <i>How can literature reflect social issues?</i> ● <i>How can I construct my identity in narrative writing?</i> 	<p>Narrative Writing Portfolio</p> <ol style="list-style-type: none"> 1. Write narratives to explore personal identity. 2. Use a writing process to plan, draft, revise, edit, and rewrite. 3. Identify theme, plot, setting, characterization, figurative language, and foreshadowing. 4. Utilize correct dialogue format. 	<p>Narrative Writing Portfolio</p> <p>LT1. I can write narratives to develop real experiences using effective technique to engage the reader with well-chosen details.</p> <p>LT2. I can use a writing process, including planning, drafting, revising, editing, and rewriting to write narratives for a specific purpose.</p> <p>LT3. I can identify plot, setting, characterization, figurative language, and foreshadowing.</p>	<p>Narrative Writing Portfolio</p> <p>LT1-9.7.3.3 LT1-9.7.4.4 LT2-9.7.5.5 LT3-9.4.2.2 LT3-9.4.3.3 LT3-9.4.5.5 LT4-9.11.2.2</p>	<p>Narrative Writing Portfolio</p> <p>CSA=Two Narratives: Name, Epiphany/Turning Point, Place, Nature, This I Believe, Artifacts of Our Life, Regret, Memory, Partner Bio (LT1)</p> <p>CFA=My Belief Statements</p> <p>CFA=Zoom Paragraph for Show Don’t Tell</p> <p>CFA=Peer Review for This I Believe</p>	<p>Narrative Writing Portfolio</p> <p>Reading:</p> <ul style="list-style-type: none"> ● “This I Believe” essays (from thisibelieve.org) ● <i>This I Believe</i> (2007 book of essays) ● <i>This I Believe II</i> (2009 book of essays) <p>Short Stories (fiction and nonfiction):</p> <ul style="list-style-type: none"> ● “Salvation” by Langston Hughes ● “My Name” by Sandra Cisneros ● “The Bass, The River, and Sheila Mant” by W. D. Wetherell

LT4. I can write using correct dialogue format, sensory details, and figurative language.

- “Eleven” by Sandra Cisneros
- “The Pie” by Gary Soto
- “Love” by William Maxwell
- “Heart of the Fields” by Will Weaver
- “The Chase” by Annie Dillard
- “Not Poor, Just Broke” by Dick Gregory

Poetry:

- “Oranges” by Gary Soto
- “The Lanyard” by Billy Collins
- “Seventeen” by Andrew Hudgins
- “Out, Out-” by Robert Frost

Video:

- *Simon Birch*

Key Vocabulary:

- narrative
- dialogue

					<ul style="list-style-type: none"> ● first person ● figurative language: metaphor, simile, analogy ● sensory details ● “show” vs. “tell”
<p>UEQ <i>Of Mice and Men</i></p> <ul style="list-style-type: none"> ● <i>How do characters define their identity based on their friends?</i> ● <i>How do characters’ dreams influence their actions and the plot?</i> 	<p><i>Of Mice and Men</i></p> <ol style="list-style-type: none"> 1. Analyze theme, plot, setting, characterization, figurative language, and foreshadowing. 2. Analyze author’s influences. 3. Apply knowledge of historical background to text. 	<p><i>Of Mice and Men</i></p> <p>LT1. I can cite strong textual evidence to support my analyses and inferences.</p> <p>LT2. I can analyze how complex characters develop throughout a text, interact with others, and develop the topic of identity.</p> <p>LT3. I can write an evidence-based argument about identity, analyzing characters from novels and plays.</p> <p>LT4. I can write from a character’s point of view.</p>	<p><i>Of Mice and Men</i></p> <p>LT1-9.4.1.1 LT2-9.4.3.3 LT3-9.7.1.1 LT4-11.9.1.1 LT5-9.5.2.2</p>	<p><i>Of Mice and Men</i></p> <p>CSA=<i>Of Mice and Men</i> Final Exam</p> <p>CSA=Literary analysis essay on identity (LT1+2)</p> <p>CFA=Anticipation Guide and Writing (LT5)</p> <p>CFA=Quote Integration Paragraph (Misfits) (LT1)</p> <p>CFA=Chapter quizzes</p> <p>CFA=Close Reading Ch 2 (LT6)</p>	<p><i>Of Mice and Men</i></p> <p>Fiction:</p> <ul style="list-style-type: none"> ● <i>Of Mice and Men</i> by John Steinbeck <p>Poetry:</p> <ul style="list-style-type: none"> ● “To a Mouse” by Robert Burns <p>Video:</p> <ul style="list-style-type: none"> ● Discovery Learning - United Streaming (Great Depression Background) ● <i>A&E Biography</i> “John Steinbeck” ● <i>Of Mice and Men</i> (1992) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● Great Depression ● Dust Bowl ● discrimination

		<p>LT5. I can relate to themes within a text.</p> <p>LT6. I can analyze, infer, and use context clues to make meaning of a text.</p>		<p>CFA=Be a Character Writing-Ch 3 (LT3)</p>	<ul style="list-style-type: none"> ● disability ● misfit ● alienation
<p>UEQ <i>A Raisin in the Sun</i></p> <ul style="list-style-type: none"> ● <i>How are characters' identities reflected in their family, choices, and values?</i> ● <i>How does a text reflect the culture from when it was written?</i> 	<p><i>A Raisin in the Sun</i></p> <ol style="list-style-type: none"> 1. Identify theme, plot, setting, characterization, symbolism, and foreshadowing. 2. Apply knowledge of historical background to text. 3. Research historical topics relevant to literary works. 4. Communicate clear main idea. 5. Write to include specific details and quotations from text. 	<p><i>A Raisin in the Sun</i></p> <p>LT1. I can cite strong textual evidence to support my analyses and inferences.</p> <p>LT2. I can analyze how complex characters develop throughout a text, interact with others, and develop the topic of identity.</p> <p>LT3. I can use evidence from literary texts to support my analysis in writing.</p> <p>LT4. I can analyze and evaluate digital media in film.</p>	<p><i>A Raisin in the Sun</i></p> <p>LT1-9.4.1.1 LT2-9.4.3.3 LT3-9.7.9.9 LT4-9.9.7.7</p>	<p><i>A Raisin in the Sun</i></p> <p>CSA=<i>A Raisin in the Sun</i> Final Exam</p> <p>CFA=Anticipation Guide</p> <p>CFA=Quote Integration Paragraph (Walter Relationships) (LT1)</p>	<p><i>A Raisin in the Sun</i></p> <p>Drama:</p> <ul style="list-style-type: none"> ● <i>A Raisin in the Sun</i> by Lorraine Hansberry <p>Poetry:</p> <ul style="list-style-type: none"> ● "Harlem" by Langston Hughes <p>Video:</p> <ul style="list-style-type: none"> ● <i>A Raisin in the Sun</i> (1961, 2008) <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● racism ● discrimination ● Civil Rights ● segregation ● NAACP ● assimilationism ● Prometheus ● colonialism

					<ul style="list-style-type: none"> ● symbolism ● verbal irony ● irony ● mutilate ● defer
<p>UEQ Grammar</p> <ul style="list-style-type: none"> ● <i>How does understanding sentence structure improve writing?</i> ● <i>How can punctuating sentences effectively improve writing?</i> 	<p>Grammar</p> <ol style="list-style-type: none"> 1. Analyze the fundamentals of sentence structure. 2. Punctuate phrases and clauses correctly to avoid fragments and run-ons. 	<p>Grammar</p> <p>LT1. I can demonstrate command of mechanics when writing and speaking.</p> <p>LT2. I can apply knowledge of conventions of mechanics into my writing.</p> <p>LT3. I can identify how a writer uses mechanics to enhance his or her writing.</p> <p>LT4. I can identify meanings of common root words to enhance vocabulary.</p>	<p>Grammar</p> <p>LT1-9.11.1.1 LT2-9.11.2.2 LT3-9.11.3.3 LT4 -9.11.4.4</p>	<p>Grammar</p> <p>CSA=Post-test on mechanics</p> <p>CSA=Root Word Pre- and Post-tests</p> <p>CFA=Mini pre-tests/Kahoot! quizzes on mechanics</p> <p>CFA=Root Word quizzes</p>	<p>Grammar</p> <p>Texts:</p> <ul style="list-style-type: none"> ● PowerPoint ● 10 A Grammar Packet (mechanics) ● Root Words <p>Key Vocabulary:</p> <ul style="list-style-type: none"> ● run-on ● fragment ● comma splice ● conjunction ● apostrophe ● semicolon ● colon ● dash ● clause ● phrase ● root words
<p>UEQ Read-Aloud</p>	<p>Read-Aloud</p>	<p>Read-Aloud</p>	<p>Read-Aloud</p> <p>9.4.10.10</p>	<p>Read-Aloud</p>	<p>Read-Aloud</p> <p>Texts:</p>

<ul style="list-style-type: none"> • <i>How does an unreliable narrator affect a novel?</i> 	<ol style="list-style-type: none"> 1. Engage in literature. 2. Make connections to other pieces of literature and to students' own lives. 	<p>LT1. I can comprehend literature proficiently for personal enjoyment.</p>	<p>CFA=Discussion of characterization and storyline.</p>	<ul style="list-style-type: none"> • <i>Invisible</i> by Pete Hautman • <i>Email</i> by Tyler Mosby and Pete Hautman
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